

Vance-Providence Elementary

633 Camden Road
Vance, South Carolina

Grades	PK-5 Elementary School	
Enrollment	348 Students	
Principal	James R. Myers	803-492-7766
Superintendent	David Longshore, Jr.	803-496-3288
Board Chair	Robert Williams	803-496-3288

THE STATE OF SOUTH CAROLINA 2008 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

Year	Absolute Rating	Growth Rating
2008	At-Risk	At-Risk
2007	At-Risk	At-Risk
2006	Below Average	At-Risk
2005	Below Average	At-Risk
2004	Average	Below Average

DEFINITIONS OF DISTRICT RATING TERMS

- Excellent – District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good – District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average – District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average – District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- At-Risk – District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

Percent of Student PACT Records Matched for Purposes of Computing Improvement Rating

Percent of students tested in 2007-08 whose 2006-07 test scores were located

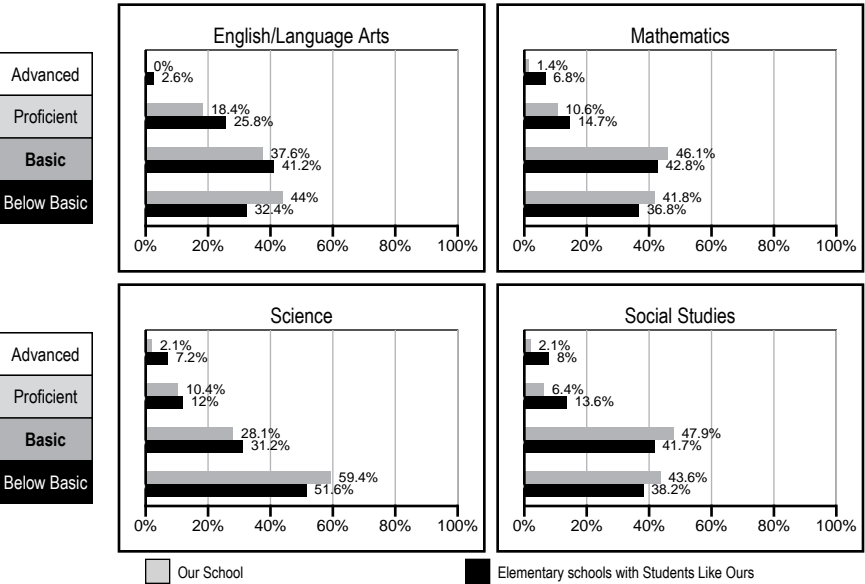
98.8%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
0	0	12	58	46

* Ratings are calculated with data available by September 30.

Palmetto Achievement Challenge Tests (PACT)



* Elementary schools with Students Like Ours are Elementary schools with Poverty indices of no more than 5% above or below the index for the

Definition of Critical Terms

Advanced	Exceeded expectations, Very high score, very well prepared to work at next grade level
Proficient	Met expectations, Well prepared to work at next grade level
Basic	Met standards, Minimally prepared, can go to next grade level
Below Basic	Did not meet standards, must have an academic assistance plan, the local board policy determines progress to the next grade level

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=348)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	0.3%	Down from 0.6%	3.1%	2.3%
Attendance rate	96.0%	Up from 94.8%	96.0%	96.3%
Eligible for gifted and talented	0.6%	Down from 0.7%	2.9%	10.4%
With disabilities other than speech	3.9%	Down from 5.2%	7.8%	7.5%
Older than usual for grade	0.0%	Down from 0.4%	1.4%	0.6%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=26)				
Teachers with advanced degrees	57.7%	Down from 66.7%	54.5%	56.7%
Continuing contract teachers	50.0%	Down from 58.3%	69.0%	77.3%
Teachers with emergency or provisional certificates	5.6%	Up from 0.0%	0.0%	0.0%
Teachers returning from previous year	83.1%	Down from 86.7%	82.6%	86.4%
Teacher attendance rate	96.4%	Down from 97.1%	95.0%	94.9%
Average teacher salary	\$44,616	Down 1.4%	\$43,876	\$45,345
Professional development days/teacher	12.6 days	Up from 10.9 days	13.8 days	12.6 days
School				
Principal's years at school	15.0	Up from 14.0	3.0	4.0
Student-teacher ratio in core subjects	18.6 to 1	Up from 17.7 to 1	16.6 to 1	18.5 to 1
Prime instructional time	91.2%	Down from 91.3%	89.4%	89.8%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 97.0%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil*	\$7,275	Up 3.0%	\$8,172	\$7,052
Percent of expenditures for instruction*	62.8%	Up from 61.7%	68.5%	69.1%
Percent of expenditures for teacher salaries*	58.3%	Up from 57.1%	61.0%	64.2%

* Prior year audited financial data are reported.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

Report of Principal and School Improvement Council

Vance-Providence Elementary School is located in a rural setting in Orangeburg County. The school has a student population of approximately 89.91 percent of the students on free or reduced-priced lunch. We set high standards and have high expectations for success. Our school received a SCANA Homework Center grant that provided tutoring for students in grades two and three. Vance-Providence Elementary was also selected to have a technology/science coach for the 2008-2009 academic year.

We offered various programs to promote community involvement. Our lunch buddies program brought in community groups and agencies that provided support and guidance for our students. Our Career Day gave students the opportunity to observe and ask questions of representatives from various walks of life and to gain a perspective of the types of work they might wish to pursue. During our Meet the Teacher/Welcome Back Night, students and parents were provided the opportunity to meet with representatives from various community agencies and make inquiries about services available to them. In addition, we established a partnership with the town of Vance to allow students the opportunity to participate in city improvement projects and take pride in their community.

Vance-Providence Elementary School students are honored for their achievements. The South Carolina Council on Economic Education recognized a second grade student for first place in the 2008 Poster Contest for South Carolina. Several students were selected to attend the Summer Arts Program for Gifted and Talented students. Another student was recognized by the Governor as a "Good Citizen." Students and faculty members were recognized for good health and conditioning practices by the "Feeling Good Mileage Club." A Vance-Providence student was the top fourth grade Accelerated Reader in the district. A fifth grade student received the Director's Award at the regional science fair in Columbia, South Carolina.

In order to meet the diverse needs of all their students, teachers work diligently to improve their professional skills. Several staff members were selected to serve on the district curriculum review team. A faculty member continues to serve on the South Carolina Disabilities Board of Directors. To insure the quality of the instructional program, teachers are monitored on a daily basis by the school administration and periodically by members of the District's Teacher Support Team.

Vance-Providence Elementary School is fortunate to have a supportive business community, a committed clergy, and parents who stress the importance of a quality education program. As our motto states, Vance-Providence Elementary is "Nothing less than your best, no excuses."

Sandra White, SIC Chairperson
James R. Myers, Principal

Evaluations by Teachers, Students and Parents			
	Teachers	Students*	Parents*
Number of surveys returned	25	35	29
Percent satisfied with learning environment	76.0%	91.2%	86.2%
Percent satisfied with social and physical environment	68.0%	100.0%	92.9%
Percent satisfied with school-home relations	68.0%	94.3%	89.3%

* Only students at the highest elementary school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress	NO
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This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

* Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	Newly Identified
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanction: Implement the restructuring plan.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.8%
Classes in high poverty schools not taught by highly qualified teachers	9.8%	6.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	8.3%	0.0%	No
Student attendance rate	96.0%	94.0%	Yes

* Or greater than last year

Abbreviations for Missing Data

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Proficient and Advanced)

All Students	150	98	44	37.6	18.4	0	27	29.5	48.2	No	Yes
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Gender

Male	74	97.3	47.9	36.6	15.5	0	23.9	22.8	41.7	N/A	N/A
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Female	76	98.7	40	38.6	21.4	0	30	36.6	55	N/A	N/A
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Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	I/S	38.5	60	I/S	I/S
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African American	148	98	43.6	37.9	18.6	0	27.1	28.6	31.7	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	70.4	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.4	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	47	I/S	I/S
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Disability Status

Disabled	27	100	70.4	25.9	3.7	0	3.7	7.7	16	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	38.1	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	36.9	I/S	I/S
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Socio-Economic Status

Subsided meals	133	98.5	44.5	39.1	16.4	0	25	26.6	34	No	Yes
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Mathematics - State Performance Objective = 57.8% (Proficient and Advanced)

All Students	150	98	41.8	46.1	10.6	1.4	25.5	25	45.8	No	Yes
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Gender

Male	74	97.3	39.4	43.7	14.1	2.8	26.8	24.3	45.6	N/A	N/A
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Female	76	98.7	44.3	48.6	7.1	0	24.3	25.8	45.9	N/A	N/A
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Racial/Ethnic Group

White	2	I/S	I/S	I/S	I/S	I/S	I/S	35	59	I/S	I/S
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African American	148	98	42.1	45.7	10.7	1.4	25.7	23.9	26.9	No	Yes
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Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	71.3	I/S	I/S
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Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.1	I/S	I/S
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American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	46.2	I/S	I/S
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Disability Status

Disabled	27	100	70.4	25.9	3.7	0	11.1	10.4	17.1	I/S	I/S
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Migrant Status

Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	32.5	N/A	N/A
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English Proficiency

Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	38.7	I/S	I/S
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Socio-Economic Status

Subsided meals	133	98.5	43.8	45.3	9.4	1.6	25	22.5	31.4	No	Yes
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* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable

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N/R--Not Reported

I/S--Insufficient Sample

PACT Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	School % Proficient and Advanced*	District % Proficient and Advanced*	State % Proficient and Advanced*	School Attendance Rate	District Attendance Rate
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Science

All Students	100	98	59.4	28.1	10.4	2.1	12.5	17.6	35.7	96	95.8
Gender											
Male	50	98	57.1	28.6	10.2	4.1	14.3	18.2	37.4	96	95.5
Female	50	98	61.7	27.7	10.6	0	10.6	16.8	33.8	95.9	96
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	32.1	49.2	91.5	93.1
African American	99	98	60	27.4	10.5	2.1	12.6	16.1	17	96	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.9	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	37.4	93.3	91.5
Disability Status											
Disabled	16	100	75	12.5	6.3	6.3	12.5	5.8	14	96.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	21.9	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	24.4	N/A	98
Socio-Economic Status											
Subsided meals	90	98.9	59.8	27.6	11.5	1.1	12.6	16.9	21.1	96	95.8

Social Studies

All Students	100	99	43.6	47.9	6.4	2.1	8.5	22	34	96	95.8
Gender											
Male	43	100	42.9	45.2	7.1	4.8	11.9	21	36.6	96	95.5
Female	57	98.3	44.2	50	5.8	0	5.8	23.2	31.3	95.9	96
Racial/Ethnic Group											
White	1	I/S	I/S	I/S	I/S	I/S	I/S	33.8	44.5	91.5	93.1
African American	99	99	43.6	47.9	6.4	2.1	8.5	20.7	19.1	96	96.1
Asian/Pacific Islander	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	58.9	N/A	N/A
Hispanic	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.5	N/A	95.8
American Indian/Alaskan	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	32.7	93.3	91.5
Disability Status											
Disabled	20	100	50	50	0	0	0	8.2	14.4	96.2	94.9
Migrant Status											
Migrant	N/A	I/S	I/S	I/S	I/S	I/S	I/S	N/A	22.6	N/A	N/A
English Proficiency											
Limited English Proficient	N/A	I/S	I/S	I/S	I/S	I/S	I/S	I/S	27.3	N/A	98
Socio-Economic Status											
Subsided meals	89	100	42.5	48.3	6.9	2.3	9.2	20.7	21	96	95.8

* Adj - Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PACT Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Below Basic	% Basic	% Proficient	% Advanced	% Proficient and Advanced*
English/Language Arts								
2007	3	58	94.8	30	40	30	0	30
	4	36	97.2	27.3	54.5	18.2	0	18.2
	5	54	100	50	34.6	15.4	0	15.4
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	36.2	39.7	24.1	0	24.1
	4	51	98	49	30.6	20.4	0	20.4
	5	37	94.6	50	44.1	5.9	0	5.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Mathematics								
2007	3	58	94.8	26	48	22	4	26
	4	36	100	47.1	44.1	5.9	2.9	8.8
	5	54	100	53.8	32.7	11.5	1.9	13.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	62	100	29.3	51.7	15.5	3.4	19
	4	51	98	49	42.9	8.2	0	8.2
	5	37	94.6	52.9	41.2	5.9	0	5.9
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Science								
2007	3	28	96.4	75	20.8	4.2	0	4.2
	4	36	100	67.6	23.5	5.9	2.9	8.8
	5	27	100	76.9	19.2	0	3.8	3.8
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	30	100	50	43.3	6.7	0	6.7
	4	51	98	59.2	24.5	14.3	2	16.3
	5	19	94.7	76.5	11.8	5.9	5.9	11.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S
Social Studies								
2007	3	28	100	50	46.2	3.8	0	3.8
	4	36	100	47.1	32.4	14.7	5.9	20.6
	5	27	100	65.4	23.1	7.7	3.8	11.5
	6	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	7	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
	8	N/A	N/AV	N/AV	N/AV	N/AV	N/AV	N/AV
2008	3	32	100	53.6	32.1	10.7	3.6	14.3
	4	51	98	44.9	51	4.1	0	4.1
	5	17	100	23.5	64.7	5.9	5.9	11.8
	6	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	7	N/A	I/S	I/S	I/S	I/S	I/S	I/S
	8	N/A	I/S	I/S	I/S	I/S	I/S	I/S

Abbreviations for Missing Data

N/A--Not Applicable

N/AV--Not Available

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